DOCUMENT RESUME

ED 423 695 FL 025 498

AUTHOR	Lucke, Melinda Rae, Comp.
TITLE	Professional Development for Language Teachers: Preparing Educators for the 21st Century. 1998 State Survey.
INSTITUTION	Joint National Committee for Languages, Washington, DC.; National Council for Languages and International Studies, Washington, DC.
PUB DATE	1998-08-00
NOTE	31p.; Figure on pages 8 and 9 may not reproduce well.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	American Sign Language; Bilingual Education; Elementary Secondary Education; English (Second Language); Higher Education; *Inservice Teacher Education; *Language Enrollment; *Language Teachers; National Surveys; Professional Associations; *Professional Development; Second Language Instruction; Second Languages; State Supervisors; Teacher Certification; Teacher Qualifications; Teacher Recruitment; *Teacher Supply and Demand

ABSTRACT

The survey, using data gathered from state foreign language association presidents and state foreign language supervisors and a number of other sources, investigated issues in professional development for language teachers. Forty-six out of 50 states responded to the survey, but not all of the states responded to each quotation. The survey consisted of questions on teacher shortages, recruitment, certification, bilingual education, and American Sign Language. Results indicate that teacher shortages are affecting most states, and increasing student enrollments in elementary, middle, and high schools exacerbate this problem. Largest shortages are in Spanish and Japanese, followed by French, German, Latin, Chinese, Arabic, Italian, and Korean. Despite increased enrollment figures, foreign language requirements at any level are not common. Approximately 89 percent of all language teachers are certified; of the remainder, half are emergency certified and half are uncertified. Emergency certification is commonplace, and most school districts provide alternative methods for language teacher certification. While professional development is being addressed in the states, how it is supported and treated varies greatly. It includes training through workshops and conferences, inservice opportunities, and federally-funded programs. Obstacles faced by teachers in obtaining professional development include competition with other disciplines, treatment of languages as outside the core curriculum, poor program information dissemination, and lack of financial support. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 423 695

THE JOINT NATIONAL COMMITTEE FOR LANGUAGES & THE NATIONAL COUNCIL FOR LANGUAGES AND INTERNATIONAL STUDIES

1998 STATE SURVEY

PROFESSIONAL DEVELOPMENT FOR LANGUAGE TEACHERS:

PREPARING EDUCATORS FOR THE 21ST CENTURY

COMPILED BY MELINDA RAE LUCKE

FL025498

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

D. Davis Edwards

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FAST FACTS *

- States are experiencing significant foreign language teacher shortages, in all languages, including the less-commonly-taught.
- Foreign language enrollments have continued to increase in the elementary and secondary schools.
- The four leading factors in causing foreign language teacher shortages are: increasing enrollments, education reforms, less funding, and a general teacher shortage.
- States are addressing shortages by: using distance learning, recruiting abroad, providing emergency certification, working with higher education institutions, and hiring native speakers and uncertified teachers.
- 89% of all current foreign language teachers are certified.
- 50% of the states require professional skills examinations.
- States reported that the highest level of support for professional development were the State Foreign Language Associations, State Conferences, and Local Education Agencies.
- 37 states include or are considering including professional development in their states' strategic education plan.
- The average amount of compensation for professional development for foreign language teachers' is $644.75 annually.
- 45% of all foreign language teacher belong to a professional organization.
- General characteristics of professional activities are that they address student standards and assessment and are both generic and content specific.

* Data are based on survey responses from forty states.

Executive Summary

The Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies' (NCLIS) 1997 state survey addresses professional development for foreign language teachers. This year's topic is especially critical for the profession given the direction in which our educational system is moving. The survey, which consisted of questions on teacher shortages, recruitment, certification, bilingual education, and American Sign Language (ASL), is divided into three sections: an Overview of the field; Certification and Qualifications; and Professional Development. The addendum section of the survey addresses bilingual education, ASL, and English as a Second Language (ESL).

Surveys were sent to state foreign language association presidents and state foreign language supervisors. They were asked to complete the survey and collaborate with others if they were unable to answer specific questions or sections. Many states provided us with additional information on state regular and emergency certification guidelines. While the survey is not statistically rigorous, it gives us insight into trends and a snapshot of what is going on in the field. Information gathered enables us to assess where we stand, strategize for the future and craft language policies to address findings.

Other sources consulted for this year's survey included the U.S. Department of Education (meetings were held with staff from Goals 2000, Dwight D. Eisenhower Professional Development, and the spokesperson for the Task Force on Professional Development) and articles from professional organizations on professional development.

Summary of Findings

The overview provides a background and addresses issues that affect foreign language teachers in terms of professional development. Foreign language teacher shortages, student enrollment figures, and entrance and exit requirements are considerations that must be allowed for when discussing teacher training. Teacher shortages are affecting most states. While most foreign language teachers are able to provide anecdotal evidence of how shortages have affected their schools, state supervisors can substantiate this based upon their experiences. Increasing student enrollments are a significant factor that contributes to teacher shortages. Enrollments on the elementary, middle and senior high levels continue to grow. Students are enrolling in all languages, however, the largest shortages are occurring in Spanish and Japanese, followed by French, German, Latin, Chinese, Arabic, Italian and Korean. Despite increased enrollment figures, requirements for foreign language are not very common. Very few elementary and middle schools have foreign language requirements, and few senior high schools require students to take foreign languages.

Foreign language teacher certification and qualifications touch upon teacher training and identify criteria for regular and emergency certification on the state level. Approximately 89% of all foreign language teachers are certified; of the remaining teachers, half are emergency certified

and half are uncertified. The requirements to teach a foreign language on the state level involve *inter alia*: holding a college degree; completion of a specified number of hours in a language, methods, language acquisition, and pedagogy; and completion of a professional examination, which is generally content specific.

Due to teacher shortages, emergency certification has become commonplace. Most districts are providing alternative methods for foreign language teachers to become certified. While districts are not eager to hire non-certified teachers, they have been forced to consider such alternatives. Within the state's requirement, there are criteria for when and how emergency certified teachers are hired. Some guidelines for the applicants include: a college degree, proficiency in the language, teaching experience, methodology, and pedagogy coursework.

While professional development is being addressed in the states, how it is supported and treated varies greatly. Professional development includes training through workshops and conferences, inservice opportunities, and federally funded programs. While there is a plethora of programs in which teachers can participate, there are obstacles that they face such as: having to compete with other disciplines; languages not being considered in the core curriculum; not being informed of programs; and lack of financial support. Further, there are other significant trends that must be addressed. In order for foreign language teachers to benefit from such opportunities, the language community needs to address some specific issues, such as: funding teacher training opportunities; enabling teachers to take time off to participate in such programs; clarifying how professional development is defined and treated; and educating foreign language teachers on the sources of support that are available.

Introduction

The Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies' (NCLIS) 1997 state survey addresses professional development for foreign language teachers. This year's topic is especially critical for the profession, given the direction in which our educational system is moving. The survey consisted of questions on teacher shortages, recruitment, certification, bilingual education, and American Sign Language (ASL) and is divided into three sections, which are: an Overview of the field; Certification and Qualifications; and Professional Development. The addendum section of the survey addresses ASL, bilingual education, and English as a Second Language (ESL).

Surveys were sent to state foreign language association presidents and state foreign language supervisors. They were asked to complete the survey and collaborate with other associations if they were unable to answer specific questions or sections. Many states provided us with additional information on state regular and emergency certification guidelines. While the survey is not statistically rigorous, it gives us insight into trends and a snapshot of what is going on in the field. Information gathered enables us to assess where we stand, strategize for the future and craft language policies to address findings.

Other sources consulted for this year's survey included the U.S. Department of Education (meetings were held with staff from Goals 2000, Dwight D. Eisenhower Professional Development, and the spokesperson for the Task Force on Professional Development) and articles from professional organizations on professional development.

Limitations

While forty-six out of fifty states responded to the survey, not all of the states responded to each question. On a few questions, the response rate was as small as 15 out of 46. However, this was not the norm. Other areas that presented difficulties were addressing postsecondary statistics and analyzing trends on the qualitative questions in the survey. Enough of those surveyed had difficulty in responding to questions about foreign language on the postsecondary level that it was not considered. For example, we were unable to ascertain whether educational levels have shown increases in postsecondary foreign language enrollments during a specific period of time. States reported increases on all other levels, but many states indicated that they did not have the information to respond to this question for postsecondary institutions. Nonetheless, accurate and reliable information and data are readily available from periodic surveys by the Modern Language Association/ Association of Departments of Foreign Languages (MLA/ADFL). Qualitative answers provided us with additional information and gave us insight into what is occurring in specific states. This was particularly helpful, since how states are dealing with problems such as teacher shortages and professional development varies tremendously. For example, in one question, respondents identified ten different ways in which states were dealing with providing training for foreign language teachers.

An Overview

Foreign Language Teacher Shortages

A majority of states are experiencing foreign language teacher shortages. There are a number of contributing factors as to why the shortages are occurring; however the foremost reason is that student enrollments are increasing. Students are registering in greater numbers to take language classes on the elementary, middle and senior high levels. The largest areas of teacher shortages are in Spanish, Japanese and Latin; however French, German, Chinese, Arabic, Italian and Korean are also experiencing difficulty finding teachers. Of the states not experiencing teacher shortages, distance learning, reforms excluding foreign languages and courses being eliminated were factors that offset deficits.

States are addressing teacher shortages with a number of different approaches. The most common strategies are incorporating distance learning, recruiting abroad, and providing emergency certification. In addition to traditional approaches, school districts are also working in conjunction with colleges and universities on the courses that are provided at that institution, allowing teachers to have alternative certifications, and seeking out uncertified or native speaking teachers.

Foreign Languages Requirements

Despite increased enrollments, requirements for foreign languages are still not very prevalent. Very few elementary and middle school have foreign language requirements, and not all select secondary schools require languages, even for college bound students. Of the students attending college, only 40% are required to have a foreign language for admittance into postsecondary institutions, and 41% will have had to take a language in order to graduate.

Foreign Languages Teachers Certification and Qualifications

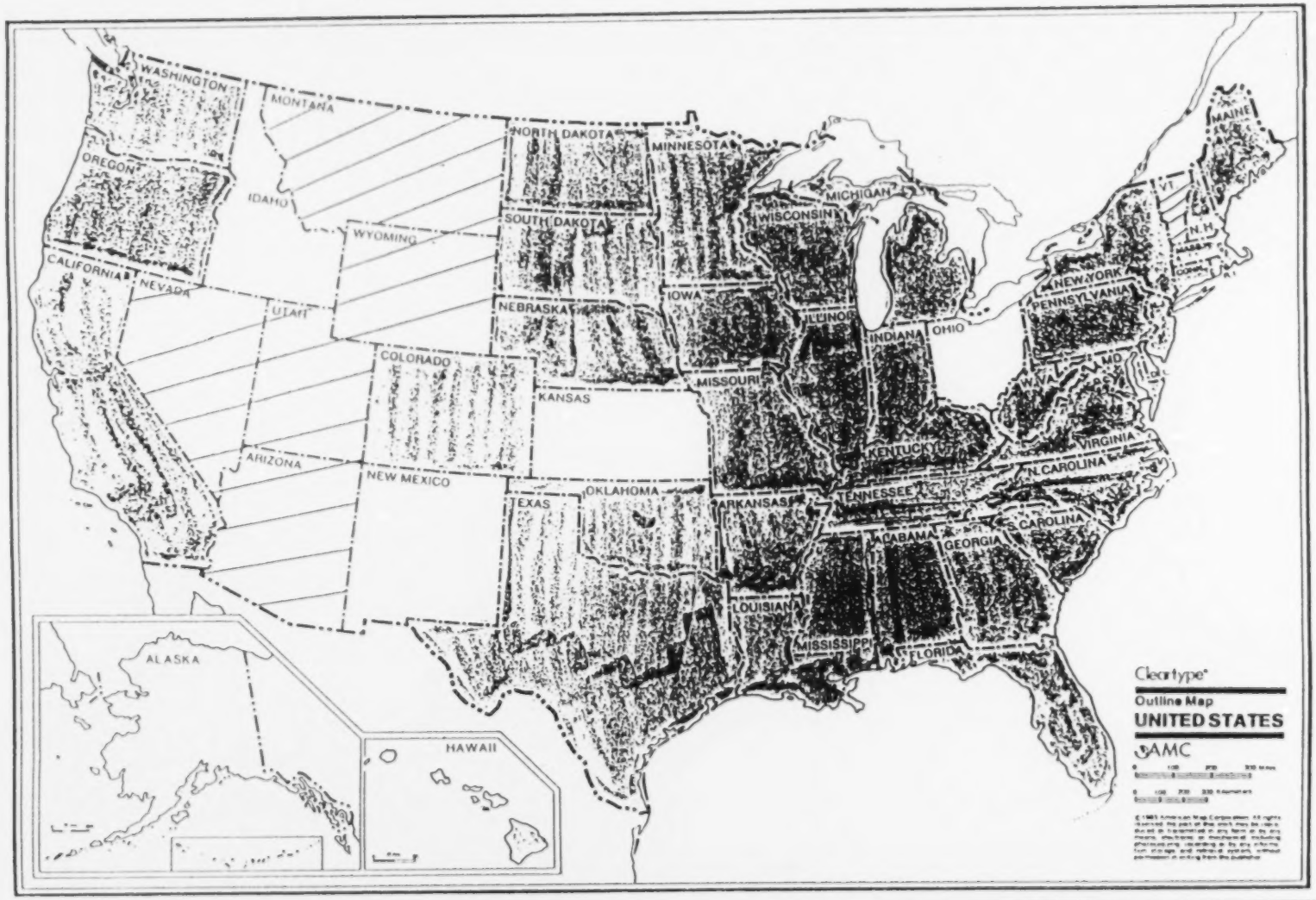
Teacher Training

Foreign language teachers are trained in colleges and universities. Curriculum for foreign language teachers seeking a Bachelors degree in Education and specializing in foreign languages includes methodology, pedagogy, and foreign languages. These criteria are fairly consistent. Among the various programs, however, there are some additional requirements, such as having teachers spend time abroad.

Certification

Most states require secondary and elementary foreign language teachers to be certified. 89% of foreign language teachers are certified, and about 5.5% are emergency certified. The remaining 5.5% are not. While most professionals are accredited, the routes by which they

Foreign Language Teacher Shortages



Shaded Area = Shortages Unshaded Areas = No Response Striped Area = No Shortages
Note: Ohio did not have significant shortages, but indicates that employment opportunities for Spanish teacher are positive. Kansas responded but did not know if shortages were occurring.

BEST COPY AVAILABLE

become certified varies among states; one such example is the professional skills examination. Approximately half of the states require teachers to take such an examination while other states have a different set of guidelines.

Of the states that have professional skills examinations, a majority require foreign language teachers to pass Praxis[1]. Besides Praxis, foreign language teachers may also be required to take exams which incorporate French, German and Spanish content knowledge and other professional examinations. Other types of examinations accepted by the states are those administered by accredited institutions, such as the National Evaluation System, or colleges and universities that have incorporated point exams or professional association's guidelines[2]. While most states require listening, reading, writing, speaking, and knowledge of culture to be measured by formal examinations, one state does not mandate that foreign language teachers take such exams.

Of the states responding to the questions about teacher certification requirements, ten did not indicated that an American BA or BS was needed (although that may have been assumed). Instead they listed requirements that had to be satisfied, in order for teachers to teach without being certified. These guidelines include specified hours in a foreign language, methods, and education courses. A few examples are Kentucky, North Carolina, and Mississippi. Kentucky's requirement is that the program has state approval; however, there are no foreign language teacher guidelines for certification. North Carolina's requirements are competency-based for K-12 in all languages except Latin. Their recommendations are that teachers have a background in language, culture and methods. For Mississippi, foreign language teachers can become certified in three ways: meeting the universities' foreign language teacher requirements and passing NFE Praxis, adding an endorsement to an existing certification, or passing a mastery exam by educators, despite the number of hours in the field.

Of the states reporting college degree requirements, most specified the number of hours required for teaching a foreign language on the secondary and elementary levels. The number of hours, in a language, ranged from 15 to 45 semester hours and most districts stipulated the number of hours that had to be upper division courses. In addition to having a specified number of hours in a language, foreign language teachers also are required to take courses in education, pedagogy and methods.

While most of the states did not mention the difference between elementary and

---

[1] Praxis Series are professional assessments for beginning teachers which are developed and administered by Educational Testing Service (ETS). It is a standardized examination that measures academic achievements and proficiencies for individuals entering or completing college or teacher preparation programs and for individuals in professional areas. Praxis II, Subject Assessments, measure content area knowledge and include three Program Core Battery tests and Specialty area tests, which include foreign languages.

[2] Some states responded that examinations issued by specific organizations met certification guidelines. Content of examinations was not a determining factor.

secondary certification, three states identified variations. In Arizona, foreign language teachers, on the secondary level, are required to have 30 semester hours in the language, while elementary teachers must be proficient. Proficiency entails speaking, reading, and writing in a language other than English to be verified by the foreign language department at an accredited college or university. Louisiana's difference between elementary and secondary certification is nine semester hours - 24 hours is required for secondary and 15 is the minimum for elementary. For Texas, the difference is six hours - 24 hours for secondary and 18 for elementary.

Other requirements for foreign language teachers, which are state specific, are also mentioned. They include: possessing an advanced degree or compensating for not having one; spending at least a semester abroad; taking professional examinations; and continuing to take classes and passing entry assessments and evaluations. Within the requirements there are differences among the languages. Standards for French, German and Spanish were often more rigorous than for the less-commonly-taught languages. However, this did not hold true for Latin in Louisiana. For foreign language teachers to be certified in Latin they must have a minimum of 36 semester hours; in all other languages it is 24. Latin teachers, however, are not required to pass the ACTFL/ETS Oral Proficiency Interview. Maine also has some different criteria for Latin certification. In Hawaii, there are no foreign language examinations for Japanese nor Hawaiian.

Emergency Certification

Most states are providing emergency or alternative methods for foreign language teachers to become certified to teach. While most districts are not eager to hire non-certified teachers, foreign language teacher shortages have led to many districts using provisional approaches. These provisions fall into two categories: states that allow emergency certification[3] and those that do not. The need for emergency and alternative certifications is derived from teacher shortages. In an attempt by districts to compensate for shortages, they are forced to hire teachers without the proper credentials. Generally, deficiencies include lacking the required number of hours in pedagogy, methods and language.

Teachers seeking emergency certifications must have basic qualifications, such as a college degree, proficiency in the language, teaching experience, methodology, and pedagogy coursework. Besides these requirements, emergency certified teachers can be granted certification if they are: working toward full certification; approved by local school district officials; and complete requirements within a certain period. The amount of time to satisfy these guidelines ranges from one to four years. Other state-specific provisions for obtaining emergency certification include: taking 10% salary cuts the first year a teacher is not certified; working with a mentor and being supervised; and training by the state Department of Education.

---

[3]Some states use other terms to define emergency certification, such as alternative or interim certification, or durational shortage area permits.

For most states, emergency certification must be sought through official routes. This entails applying to the state and seeking approval from the superintendent or the Department of Education. The application process generally includes having an official prove that there are no certified teachers available, and that for the program to be maintained an uncertified foreign language teacher must be hired.

Regular and Emergency Certification Requirements by State

Alabama

Foreign language teachers must have a major in a foreign language and satisfy the professional education certification requirements. They are methods course(s) and a teaching internsh p. Regular certification is issued to teachers who have graduated from an approved Alabama education program and have a recommendation from the certifying college or university.

Emergency certification is granted to teachers who cannot be issued a regular certificate. Requirements are that the teacher be employed and possess a degree from a regionally accredited college or university.

Arizona

The basic element of certification in Arizona is 30 hours in a language. For certification on the elementary level, foreign language teachers must meet all of the requirements in one out of three options to qualify. They are:

Option One:

- A valid Arizona elementary, secondary or special education certificate;
- Proficiency in speaking, reading and writing a language other than English (to be verified by an accredited foreign; language department)
- Three semester hours in methods of teaching a foreign language;
- Three semester hours in childhood development.

Option Two:

- A valid Arizona elementary, secondary or special education certificate;
- An Arizona bilingual education endorsement;
- Three semester hours in childhood development.

Option Three:

- A valid Arizona elementary, secondary, or special education certificate;
- An Arizona English as a Second Language (ESL) endorsement;
- Proficiency in speaking, reading and writing a language other than English (to be

verified by an accredited foreign language department)
- Three semester hours in childhood development.

The difference between regular and emergency certification is regular certification requires completion of a teacher program from an accredited university with 45 hours in their major and 19 hours in their minor. Emergency certification requires a Bachelor of Arts (BA) and approval by the county supervisor.

Arkansas

For regular certification, foreign language teachers are required to have 24 hours of a foreign language, nine of which must be upper division, six hours in culture and civilization, three hours of methodology and three hours on teaching foreign languages.

There are no provisions for emergency certification, however, teachers are able to apply for alternative certification. An alternative certification requires a college degree and a specified number of hours in their content area. Further, candidates are required to: teach three hours with a mentor, undergo training and supervision by the state's Department of Education, and eventually become certified.

California

Foreign language teachers are obligated to hold a BA from a regionally accredited university, at least 30 semester units in an approved language program, one year of a professional preparation program that includes pedagogy and clinical teaching in the subject for one or more semesters.

Emergency certification requires holding a BA or advanced degree and a minimum of 18 semester hours in the language to be taught. Teachers who are generally not certified are lacking in either the content area or do not have the professional preparation. Obtaining certification requires enrolling in a program and completing six semester units per year.

Colorado

The candidate must have a college degree, a major in the foreign language and appropriate education courses, field experience, and one semester of student teaching.

Emergency certification acknowledges that the teacher has some background in the language but lacks language acquisition training. Local districts decide who receives emergency certification, endorsement, and licensure.

Connecticut

In Connecticut, teachers holding a certificate of eligibility to teach or professional educators may obtain endorsements in other areas such as foreign languages. An additional endorsement in foreign languages requires teachers to pass Praxis II, have completed 24 semester

hours in a foreign language, six hours in methods and coursework in language acquisition.

Durational Shortage Area Permits can only be issued for the period of one year in lieu of certification. Prior to this occurring, a person, certified by the board has to establish that there are shortages. They are then required to:

- Make a written request for issuance of a permit;
- Verify that a certified teacher is not available and that the person for whom the permit is issued will assist in addressing the need;
- Attest that supervision will be given to the teacher for whom the permit is requested;
- Agree that the participant will participate in a state program

In order for a permit to be issued applicants must meet the following requirements:

- File an application;
- Fulfill Praxis I requirements;
- Hold a BA from an accredited institution;
- Be enrolled in a program leading to certification;
- Complete at least 12 semester hours of credit in the subject for a which a permit will be issued.

Delaware

Regular state certification requires: 24 hours of professional education; 30 hours above an intermediate level in the language to be taught; and one semester in the country of the language.

Emergency certification is issued for one year and applicants are subject to a 10% reduction in salary. Emergency certified teachers are to be within 12 semester hours of meeting regular requirements.

Florida

Foreign language teachers who hold regular certification are to have a general teaching certificate; a passing score on foreign language and professional examinations; 18 or more credits in the target language; 12 credits in pedagogical foundations; a year of a beginner teachers program, if the teacher is new, and 90 days if the teacher is experienced.

Emergency certifications are issued to teachers who have not completed the certification requirements and are valid for two years. For the less-commonly-taught languages, school districts may hire teachers and locally certify them to teach, if they are certified in another area.

Georgia

To be certified teachers must meet content area requirements, which include oral communication skills, grammar, literature and culture, history, and composition. Foreign

language teachers must complete the certification test and meet degree and grade point average requirements.

Provisional certification means they have passed the teachers certification test (Praxis) and are working toward full certification or have passed the Oral Proficiency Interview (OBI) if they are a native speaker.

Hawaii

Requirements for regular certification entails completion of a state sponsored course of study and passing the national teachers exam in the language. There are no specific requirements for Japanese and Hawaiian.

Beginning in 1997, emergency certification will only be available for three years. After the year 2000, there will be no provisions for emergency certification and teachers will be required to be fully certified.

Illinois

For the high school level, foreign language teachers are required to have 20 credits and a professional course. On the elementary level, teachers must be certified to teach elementary school and have some language courses. However, Illinois State University is beginning to design their own FLES certification. State teacher organizations are also contemplating far reaching changes, which would affect state requirements and include foreign language standards with five benchmark levels.

Emergency certification is not available in Illinois, however, there is an alternative. A letter of non-jeopardization enables uncertified teachers to teach. In effect, it releases the district from any liability of having a non-certified teacher in the classroom. It most frequently occurs in Japanese.

Indiana

A regular certification is available for five years. It requires foreign language teachers to have completed: 36 hours in foreign languages as a major or 24 hours for a minor and hold a standard license. Renewal entails teachers taking an addition six hours of course work.

The only instance in which emergency certification can take place is during shortages. The application must be completed by the employing superintendent, who must attest to a shortage. Applicants applying for certification must have a BA and have 15 hours in teaching. It may be renewed after the applicant has taken six credit hours toward a standard license.

Iowa

To hold a standard certification foreign language teachers must have completed 24 hours in a foreign language or 18 hours in American Sign Language (ASL).

Emergency certifications are available if the applicant has 12 hours in the language and is working toward completion of the required 24 hours.

Kansas

A BA and an additional eight hour course or approved experience are required for regular certification, if an advanced degree is not held. In addition to those qualifications, prospective foreign language teachers also must have a minimum grade point average (GPA) of 2.5, completion of a state approved program in their area, and 15 semester hours in the language.

For emergency certification, an applicant must have at least 60 semester hours of college credit, been recommended by a local administrator, passed a pre-certification exam and have at least a 2.5 GPA.

Kentucky

Certification is determined by the college or university the applicant attended. Since the certification must be approved by the state, there are no requirements stipulated for foreign language teacher certification.

An emergency certified teacher must hold a BA and have a degree in the language they intend to teach.

Louïsiana

Freshman entering college between 1984 -1985, who are prospective foreign language teachers, must have 36 semester hours of a language. For students above sophomore status, the minimum is 24 hours. They are also required to have a three hour methods course, 15 hours in the language, passed the state approved program in the area and, if certified in French, must have spent two semesters abroad. Living abroad may be substituted for by taking the ACTFL/ETS oral proficiency exam. Standards differ for foreign language teachers who were students prior to 1984.[4]

To qualify for emergency certification or an interim certification, applicants must be selected by a professional organization or their respective government, be a certified teacher in their home country and have a minimum of one year teaching experience. The Foreign Language Teachers Association must show evidence that a certified teacher is not available. The interim permit is valid for one year and renewable for four years, based upon an annual evaluation.

Maine

Maine mandates foreign language teachers to meet specified criteria for academic, professional, and renewal requirements. Academic conditions are a BA, with a major in a foreign language, or a BA from an accredited institution, with a concentration in liberal arts, and a major in a foreign language (36 hours). Also acceptable is a BA from an accredited institution,

[4] Requirements for Latin differ from other languages.

with a concentration in liberal arts, and an advanced score on the ACTFL proficiency test. Professional requirements state foreign language teachers take 24 hours in teaching. These types of courses include:

- Knowledge of the learner;
- Knowledge of the learning process;
- Teaching exceptional students in the regular classroom;
- Content area methods on teaching a foreign; language from K-to grade 12;
- Curriculum design and methods of program evaluation;
- Early and on-going experience or practicum at the elementary level;
- Student teaching.

Renewal of a professional certification is completion of a six hour approved area of study. For Latin, the number of hours differ.

Conditional certification means a person has passed all liberal arts requirements for regular certification in a language, but lacks pedagogy.

Maryland

No information was provided for regular certification.

Local districts are able to apply for temporary certification.

Massachusetts

Foreign language teachers are obligated to have a BA, have 24 hours in a language and 18 hours in education; completed a practicum and have advanced proficiency in the language.

Emergency certified teachers can be issued a waiver that enables them to work on becoming fully certified. Qualifications for obtaining a waiver varies.

Michigan

Regular certification required methodology and language coursework and completion of the program. Proficiency in a language was not mandatory.

Emergency certification was temporary, and required the applicant to complete the process by taking courses at the university.

Minnesota

The essential elements of foreign language teacher certification are a diploma, a recommendation from an institution of higher education, a major in the language, and student teaching.

Mississippi

Three ways in which foreign language teachers can obtain a certificate are: meeting foreign language certification requirements by a university and taking the NFE Praxis[5] being certified in one area and adding an endorsement, if the teacher has 18 hours in a language; or passing the mastery exam for educators.

The only difference between regular and emergency certification is one three hour course.

Montana

The Board of Public Education defined minimum elements of teacher preparation and expected competencies based on ACTFL standards.

Nebraska

In Nebraska, foreign language teachers are required to have 30 semester hours at the undergraduate level and met guidelines outlined in the Nebraska Frameworks for Foreign Language Education standards. These teacher preparation guidelines are to be published later this year.

There are no provisions for emergency certification.

Nevada

Regular certification required an applicant to have completed 30 college credits in a major or 16 college credits in a minor, student taught, and have taken courses in methodology, second language acquisition, and education courses.

No emergency licensure was available.

New Hampshire

For foreign language teachers to be certified they must meet the following criteria:

- knowledge of the language;
- knowledge of the literature;
- knowledge of the culture;
- fluency in the language;
- knowledge of pedagogy/methods;
- teaching internship.

In alternative certification, the candidate must demonstrate knowledge and ability in all of

---

[5] This requirement began 7/1/97.

the requirements by submitting a written defense and passing an oral examination. The examination occurs before a board that consists of three foreign language teachers and one New Hampshire Department of Education representative.

New Jersey

For teachers to be fully certified they were to hold a BA from an accredited institution, received a passing score on the NTE exam, and complete at least 30 credits in their major.

Licensure were not issued for emergency certified foreign language teachers.

New York

Foreign language teachers seeking certification must: have a BA or a BS, have student taught, and have 36 hours in a language. Professional certification is valid for five years. Another option is that teachers have at least two years teaching experience and a MA in a functionally related field.

Emergency certification may be granted if a regular certified teacher cannot be found. The emergency certification is usually valid for one year. School districts are required to notify parents that the teacher is not certified.

North Carolina

Competency based qualifications are required for K-12 in all subjects but Latin. The other requirements for full certification include courses in language, culture, and methods.

Provisional certification is given to language teachers with degrees and strong language competency, but no methodology. This criteria is determined on an individual basis.

North Dakota

Middle school teachers can either teach high school or elementary students. Teaching with a minor is acceptable. However, a major concentration is recommended by the state.[6]

Those with emergency certification must have a minimum number of hours in the area of foreign languages and must fulfill at least a minor certified status by the deadline determined by the state's Department of Public Instruction.

Ohio

Foreign Language teachers are required to have 45 semester hours in the language, pass a skills and knowledge examination, pass a performance evaluation, and an entry assessment by 2002.

---

[6] Adhering to these guidelines has been difficult due to shortages.

A non-renewable two year license is issued for foreign language teachers with emergency certification. Other qualifications include having a drivers license; a BA, with a 2.5 GPA in the subject area; at least 20 hours in the language; six semester hours of professional education; and completion of the NTE exam.

Oklahoma

Having completed 40 hours in the language and 24-30 hours in education, including methods, are prerequisites for becoming certified to teach foreign languages in K-12.

While alternative certification is available, applicants are still required to have a BA in a language, take education courses once they begin teaching and pass a state curriculum exam.[7]

Oregon

Forty-five credit hours, which include reading, composition, conversation in the language, literature of language and culture of native speakers are required for foreign language teachers.

In order for teachers without a regular certification to teach, they must seek emergency certification. Requirements are having a basic teaching license, completion of a program and testing in the content area. (Testing can be waived for 2 years.)

Pennsylvania

Full certification requires a teacher to have taken a teacher preparation course of study at a certified institution and passed a professional exam.

Emergency certification only occurs when all other sources of regular certification have been exhausted.

South Carolina

Because programs vary between institutions, candidates are required to follow an approved course of study from an accredited institution.

Candidates for emergency certification are required to take three education courses and have a BA or BS.

South Dakota

For foreign language teacher certification, teachers are required to take six credits every five years, however classes are not always related to the area.

Emergency certification is available if applicants are certified within a specified period.

---

[7] Even though alternative certification is available, teacher shortages have lead to weak minors being considered.

Tennessee

Licensure for certification is currently changing.

Emergency certification is offered in the form of yearly waivers for those seeking certification.

Texas

There are differences between certification for secondary and elementary teachers. Secondary teachers must have:

- 24 credit hours in the language, with 12 of the credits being in advanced language;
- taken tests in professional development;
- taken courses in language skills;
- pedagogy, in French, German, Latin and Spanish;
- taken oral tests for Spanish and French.

Elementary certification requires 18 hours in language and specialization in elementary education.

For foreign language teachers to be considered for an emergency certificate, they must be working toward regular certification requirements on a deficiency plan established at the time of issuance.

Utah

Advance language proficiency for French, German and Spanish and interim requirements for Japanese, Chinese and Russia must be met before regular certification is granted. A methods course is also required.

There are no provisions for emergency certification.

Vermont

Full certification required 30 credit hours, advanced language training, and practice teaching.

If the requirements listed above were not met, a waiver was issued for one year.

Virginia

Successful completion of the language Praxis test and presentation of a specific number of hours is required for
full certification.

Emergency certification is available for one year and is renewable for one year.

Washington

The applicant must have completed a minimum of 24 quarter hours in reading, conversation, writing, history, and culture.

Emergency certified teachers were generally lacking specific training in the language they were to teach.

Wisconsin

Becoming a fully certified foreign language teacher entails satisfying the following criteria as part of an approved certification program (BA or BS) from a college or university:

- knowledge and skill in a language;
- knowledge and skill in linguistics and second language acquisition;
- knowledge and skill in a target culture;
- knowledge and skill in teaching methods;
- language measurement of oral proficiency;
- immersion experience.

Districts make the case that emergency certification is in order when certified teachers are not available. It is a credential with a contingency that the teacher must earn six credits toward completion of a certification program in order to annually renew the one year license.

West Virginia

Requirements for foreign language teachers are:

- coursework (no minimum number of hours, rather courses that address certain contents and objectives);
- preprofessional skills tests;
- student teaching;
- content specialization test.

Wyoming

Foreign language teachers seeking regular certification must hold a BA in education and have courses in language and methods.

Emergency certification requires holding a standard teaching certificate and having completed 2/3 of a program.

Professional Development

Overview

Undoubtedly, professional development is a vital aspect of teaching. Major legislation, such as Goals 2000, and the President's education initiative deem professional development as the route to excellence and accountability. Although most states agree that they have made teacher education and professional development a priority, there is no clear definition of what constitutes professional development and how it is supported.

The range of opportunities for and implementation of professional development programs varies greatly among states. Types of professional development include: training provided through conferences and workshops; inservice opportunities; and federally funded programs such as FLAP, Goals 2000, and Dwight D. Eisenhower Professional Development. Implementation of these programs differs in terms of the level at which they are funded and the types of opportunities offered. Another factor is how the local districts, State Departments of Education and the U.S. Department of Education communicate with one another. There are also differences between program funding: some are funded through districts and local schools, while others receive state and federal monies.

Beyond differing levels of support, foreign language teachers encounter other obstacles. For many programs, the rules of seeking funds are contingent upon the subject matter. One such example is the Dwight D. Eisenhower Professional Development Program in which math and sciences are the central focus. (Of the $310 million dollars for Eisenhower, $250 million is earmarked for math and science.) This means that all of the other core subjects must compete for the remaining $60 million. In the survey, a few states expressed difficulties in obtaining funding for language programs due to the following:

- having to compete with other disciplines;
- languages not being considered in the core curriculum;
- not being informed of programs;
- lack of financial support.

As previously mentioned, another significant problem is that states do not know what programs exist. Nine states were not able to identify professional development opportunities available within their own state.

Trends in Professional Development

Despite conflicting data, some significant trends surfaced. The first, and most significant finding, is that foreign language teachers are participating in programs on their own time and

with their own money. Only nine out of 46 states pay for professional development and sixteen states do not know if funding is available. The lowest expenditure for a state was $30 per year and the highest $1,500. If professional development is available and foreign language teachers are participating in programs, without funding sources, they must be paying for it out of their own pockets. Thirty out of forty-six states require teachers to attend between three to six days of professional development programs per academic year, for which individual teachers and their districts are paying.[5]

The second trend is that there is confusion over what constitutes professional development. While two-thirds of the local schools are required to offer inservice training, it is a nebulous topic in terms of how it is defined and treated. How it is treated largely depends on how it is interpreted. One state saw professional development as professional time, while in another state career teachers can use it as vacation time. The emphasis placed upon professional development varies among states. Over half of the states surveyed indicate that it is a part of their state's strategic plan, however, the remaining states, either do not have a plan or do not know if a plan exists. Very few states are in the process of considering or evaluating the role of professional development in general planning or reform.

The third significant trend indicates that foreign language teachers know there may be support available but lack the time and information to pursue financial assistance. Most states report the highest level of support for inservice teacher training and professional development is by the district, followed by local, state, and federal sources. While the most significant funding sources may be districts and local schools, federal sources are frequently underestimated. Some of the federal government's professional development opportunities are Goals 2000, Dwight D. Eisenhower Professional Development, Title VI of the Higher Education Act, and the Foreign Language Assistance Program (FLAP).

One possible reason for foreign language teachers not knowing of federal programs is that they are often not adequately informed of these opportunities nor of the procedures for applying. In order for foreign language teachers to be informed, they must be knowledgeable about literature that announces grants. Such literature includes a variety of sources, ranging from professional publications and federal listings to local opportunities, which are region specific. How to complete a grant application can be a confusing and daunting task. For a participant's applications to be successful, it must adhere to very specific guidelines, that entail strict attention to detail and following instructions.

While foreign language teachers can clearly benefit from such programs and are eligible for federal funding, seeking monies requires a considerable amount of effort. For example, funding is available under Eisenhower, however, since such a significant portion goes to math

---

[5] This question did not define professional development and did not stipulate whether the professional days had to be content specific, be sequential or be included in systemic reform.

and science, foreign language teachers often are dissuaded from applying. Within Goals 2000 there are tremendous opportunities, but, it too requires research. For foreign language teachers to apply for funding they must contact their state's Goals 2000 representative, know how foreign languages fit in the state's strategic plan, and write a proposal.

State's Perspective on Professional Development Issues

Free Training Opportunities

According to the US Department of Education only 6% of the nation's school districts provide free training to prepare staff members to teach foreign languages. This situation is further compounded by the fact that foreign languages receive the least support of any of the eight core subject areas.

For both those respondents that agreed with this statement and those that did not, on the section where they elaborate their answers vary greatly. How states deal with training or the lack thereof, is largely dependent upon where foreign languages fit into the States' Department of Education and on foreign language personnel. In some states, there are no foreign language state supervisors or the position is currently vacant, and in others foreign languages are under the rubric of other offices. However, in some states there are strong foreign language proponents in the States' Department of Education. Because of such inconsistencies, how they address foreign language teacher training differs among the states.

The following 29 states indicate that they agreed with the statement that only 6% of the nation's school districts provide free training for foreign language teachers. The states include Alabama, Arizona, Arkansas, Colorado, Hawaii, Illinois, Iowa, Louisiana, Maine, Maryland, Massachusetts[9], Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Jersey, New York, North Dakota, Pennsylvania, South Carolina, South Dakota, Texas, Utah, Vermont, Washington, West Virginia, and Wisconsin.

States that agree with the statement and elaborate about possibilities for free training opportunities are as follows. In Alabama and Montana, local school districts do not fund the training of teachers of foreign languages, however, local funding is occasionally available upon request for teachers to attend workshops and conferences. Free training opportunities are available in Arkansas and Nevada occasionally. In Arizona, it is provided through conferences and workshops and in Maine through professional foreign language organizations. New York's opportunities are available, but are generic if the content is not controlled by the foreign language supervisor. For Tennessee[10], Michigan, and Wisconsin, decisions on professional development are determined by the local schools. For many states, they must compete with other subjects

[9]Massachusetts reported a 50/50 split in how districts respond to whether free training is offered.

[10]Tennessee did not respond to this question, but indicated that LEAs offer this preparation, not the state.

BEST COPY AVAILABLE

because foreign languages are not considered part of the core curriculum. This is also the case in Illinois, Pennsylvania, and Texas.

The states that did not agree with the statement that only 6% of the nation's school districts provide free training also elaborate on how their state treated such opportunities. For the most part, these states that did not agree with this statement provide a variety of professional development options for foreign language teachers. They are California, Connecticut, Georgia, Florida, Massachusetts, North Carolina, Ohio, Oklahoma, Oregon, and Virginia.

California reports that professional opportunities are available. Districts provide funds for teachers to attend foreign language training as a part of the plan to address the bilingual teacher shortage. Connecticut and Oregon receive Goals 2000, FLAP, and Eisenhower Professional Development federal funds, which facilitates professional development activities. Georgia's Department of Education provides some staff development on an ongoing basis and so do local school systems. Florida's foreign language teachers participate in inservice seminars and workshops. In Ohio, school districts receive state-funded block grants for professional development. While foreign language teachers are not among the first funded, these monies are increasingly becoming available to them. Oklahoma's policies are such that all areas are given the same amount of funding (which is very little). All school districts in Virginia are required to provide meaningful inservice to teachers, but this is not defined nor funded.

Two states, Kentucky and North Carolina, which did not see this statement as accurate suggests that there are fewer opportunities within their state. In these states, foreign languages are not considered in the core curriculum.

Federal, State and Local Reform

One of National Education Goals in Goals 2000: Educate America Act is "teacher education and professional development." States attempting to undertake professional development in the context of current federal, state and/or local reform are Alabama, California, Colorado, Connecticut, Delaware, Georgia, Florida, Hawaii, Illinois, Indiana, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Texas, Utah, Virginia, Washington, Wisconsin, West Virginia and Wyoming. Those that are not are Arizona, Arkansas, Kentucky, Montana, Pennsylvania, South Dakota, and Vermont.

States that were either unable to answer this question or are currently in the process of discussing the issue are Nebraska and Tennessee. South Carolina is only considering professional development as it applies to standards.

BEST COPY AVAILABLE

Strategic Planning

In the last four years the federal government's Department of Education has focused upon strategic planning on the state level. The main goal of strategic planning is systemic reform. The Department of Education considers systemic reform an approach for streamlining states' Departments of Education and promoting communication among the states and programs.

A significant federal source of funding for professional development is Goals 2000. A major component of Goals 2000 is strategic planning on the state level. Therefore, for each state to be enrolled in the program, they must have submitted a plan of action for education. Such a plan involves goals, objectives, assessments and addresses larger questions about education on the state level.

Twenty-seven states out of forty-six reported familiarity with their strategic plan. States where professional development is included in the strategic plan are Alabama, Arizona, California, Colorado, Connecticut, Delaware, Georgia, Florida, Illinois, Iowa, Kansas, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, New Hampshire, New Jersey, Nevada, Ohio, Texas, Utah, Vermont, Virginia, Washington, and West Virginia.

The states that do not know of or are in the process of working on a strategic plan are: Indiana, Kentucky, Louisiana, Maine, Montana, Nebraska, New York, Oregon, Pennsylvania, Tennessee[12], and Wyoming. States which reported not having a strategic plan for the professional development of teachers are: Arkansas, Hawaii, North Carolina, North Dakota, Oklahoma, South Carolina, South Dakota, and Wisconsin.

Most states are aware of strategic planning within their own state, and are aware of how foreign language teachers fit into the equation.

Support of Inservice Teacher Training and Professional Development

Many states report that funding for professional development and teacher training is derived from district and state and local levels, with federal support providing the least amount of monies. While this may be correct, the responses show a lack of awareness of federal programs and support. States, districts, and local schools are on the receiving end of monies, which originate from federal programs. For example, Goals 2000 is appropriated at $335 million. However although it is a federal program, the focus is on local schools. Goals 2000's funding goes directly to states and then is distributed among districts and local schools[13]. For example,

---

[11] For math, science and social sciences.

[12] Professional Development is with TFLTA, the Tennessee professional organization, not the state.

[13] Most states do not see the federal government as significant funding source, however, it is to a greater extent than states realize.

BEST COPY AVAILABLE

the survey indicates that the average amounts of support are as follows: Federal, 10.25%; State, 23.9%; District, 32.9%; and Local, 20%. Due to incomplete figures reported by the states, the total of the responses only comes to 87.05%. In this question we did not ask if individual contributions were a factor which may account for the inconsistency.

In a related question asking states to rank funding sources for professional development, we included individual sources as an option. The states reported that districts and individuals were primary funding sources followed by local schools and the states, which ranked third and fourth. Federal and private sources were also mentioned in the "other" category.

Some states reported higher percentages than suggested above. For example, states that receive over 30% funding from federal sources are Massachusetts, New Hampshire, Ohio, and Wyoming. The highest state level funds are Alabama, California, Delaware, Indiana, Louisiana, Massachusetts, Ohio, and Utah. Foreign languages in Alabama and Louisiana receive 90% of their funding from the state.

On the district level, the states that receive most of their monies from this source are California, Florida, Indiana, New Hampshire, New York, Oregon, South Carolina, Texas, Utah, Virginia, Wisconsin, and Wyoming. States receiving the most support from local schools are Arkansas, Oregon, Tennessee, and Wisconsin. Both Tennessee and Arkansas receive 100% of their support from the district.

Local Schools and Inservice Training

The following states' local schools are required to offer inservice training Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Illinois, Iowa, Kansas, Maine[14], Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New York, North Carolina[15], Oklahoma, Oregon[16], South Carolina, Tennessee, Texas, Utah, Virginia, and West Virginia.

The following states do not offer such opportunities: Delaware, Hawaii, Indiana, Kentucky, Louisiana, New Jersey, Nevada, North Dakota, South Dakota, Vermont, Washington, and Wyoming. In Wisconsin, planning for professional development goes through districts, not local schools.

---

[14] LEAs offer inservice training in order to meet certain state and federal requirements.

[15] LEAs use staff development funds to provide such opportunities.

[16] Opportunities are offered through site councils.

BEST COPY AVAILABLE

Effectiveness of Inservice and Professional Development Opportunities within States

Professional development includes a wide variety of opportunities for foreign language teachers. They range from possibilities on the local level with district agencies to the national level with professional organizations. When asked to rank how specific levels of inservice contribute to the field, we learned that the states consider the following organizations to provide the greatest amount of support for professional development:

- State Foreign Language Associations;
- State Conferences;
- Local Education Agencies.

States indicated that the following organizations provide support to a lesser degree:

- National Education Association;
- National Foreign Language Associations;
- National Conferences.

For-profit providers, as a source of support, is ranked fifth out of eleven.

While there is considerable diversity within professional development activities, there are general characteristics of such programs. The most significant findings indicate that these opportunities address student standards and assessment and are either generic or content specific. Generic refers to topics that address education in general and have something to offer all teachers. Content specific addresses particular subjects such as foreign languages and specifically benefit teachers in this area.

Content specific meetings are critical for the professional development of foreign language teachers. They address topics which are timely and relevant. Such topics, that specifically pertain to foreign language curriculum are: technology and distance learning; new paradigms for national foreign languages standards; and use of authentic tasks and materials. The survey indicates that foreign language teachers are attending seminars which address general topics on teaching and pedagogy, as well as topics which specifically speak to the needs of foreign language teachers.

Professional Days

One to two professional days are available in the following states: Alabama, Arizona, Colorado, Hawaii, Minnesota, Nebraska, and Nevada. **Three to four** professional days are available in Georgia, Florida[17], Kansas, Kentucky, Massachusetts, Missouri, New Hampshire,

[17] In some cases, there are five to six days available for professional development.

North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, and Utah. **Five to Six** are available in Arkansas, Delaware, Iowa, Maine, Massachusetts, Michigan, Montana, Texas, West Virginia, Wisconsin[18], and Wyoming. In California, Illinois, Louisiana, North Carolina, South Carolina, and Vermont **six or more** days are available.

Funding Professional Days

Only nine states were able to provide estimates of total average expenditures per teacher for professional development. Of the states responding, expenditures varied between $30.00 and $1500.00. In Arkansas a dollar amount was not given; it is calculated as five days of salary plus all costs of professional development. Twelve states do not know if money is available or in what increments. Two states indicated that it varied among districts.

Salaries

The average salary for foreign language teachers is $30,854.24 and $30, 425.17 for teachers in general. While overall statistics suggest that foreign language teachers are paid more, this is not always the case. The following states pay foreign language teachers less than other teachers: Illinois, Indiana, Iowa[19], Maine, and Utah. The three states that pay foreign languages teachers the most are: Illinois - $45,951; Iowa - approximately $42,658.67 and California - $42,000. The lowest paid states are: Arizona - $22,000; Louisiana - $28,000; and Maine - $28,436.

Professional Affiliations

Fewer than half of all foreign language teachers belong to professional organizations. The states that have the highest rate of foreign language teachers (over 70%) belonging to professional organizations are: Connecticut, Massachusetts, Nevada, North Dakota, Ohio, and Oregon. States which are in the 50% to 69% range are: Delaware, Illinois, Indiana, Maine, Michigan, Montana, North Carolina, South Dakota, Texas, Wisconsin, and Wyoming. States in the 30% to 49% are Arkansas, California, Iowa, Kentucky, Missouri, New York, and Oklahoma. States in the 10% to 29% range are: Arizona, Florida, Hawaii, Nebraska, New Jersey, Pennsylvania, South Carolina, Utah, and Washington.

---

[18] This is an average number, not a required mandate.

[19] However, professional time can be taken as vacation time for career teachers.

[20] They are paid less than regular teachers if they do not hold an advanced degree.

[21] This figure is if the teacher holds an advanced degree, although one is not required.

BEST COPY AVAILABLE

Addendum

American Sign Language (ASL)

Twenty-three out of forty-six states consider ASL to be a foreign language, fifteen states do not, and five states let districts decide.

Bilingual Education/ESL Teacher Shortage

Thirty-two out of 36 states report BE/ESL teacher shortages. States with BE/ESL shortages are experiencing deficiencies on the elementary, middle school, and secondary levels; to a much lesser extent, shortages are occurring on the postsecondary level.

There are a number of factors that have contributed to shortages. The three most significant factors were: increased LEP enrollments; lack of college and university support in providing classes and programs certifying prospective ESL graduates; and a general lack of interest. Other areas that were problematic were: poor planning by districts; lack of qualified candidates; school districts not having positions for full-time ESL teachers; a lack of requirements for certification; little financial support; difficulty in finding BE teachers; and new legislation awareness.[22]

With BE/ESL teacher shortages, school districts are rectifying shortages in creative ways. For the most part districts are working with colleges and universities to certify, recertify, or provide additional courses for emergency certifications. Two states are having their own Department of Education train teachers and issue endorsements. Some states are recruiting abroad and changing standards. In worst case scenarios, some states are revising requirements, lowering standards, hiring teachers out of their area of certification, or doing nothing at all.

Certification

Eighteen out of 36 states require BE teachers to be certified and 31 out of 36 states require ESL teachers to be certified. Of BE/ESL teachers, 58% are certified, 31% are not and 11% are emergency certified.

Professional Examinations

Thirteen out 36 state have a skills examination for BE/ESL instruction and 23 do not.

Strategic Planning

Of 32 states responding, 22 states have a strategic plan and seven do not. In related question, twenty states reported that BE/ESL teachers were included in this plan, while seven were not.

---

[22] The states note that it is easier to find ESL teachers than BE teachers. It is difficult to find qualified teachers that are bilingual.

BEST COPY AVAILABLE